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ABSTRACT

Each state and jurisdiction that participated in the Grade 8 NAEP (National Assessment of Educational Progress) 2003 reading assessment receives a one-page snapshot report that presents key findings and trends in a condensed format. The 53 reports in this series present bulleted text describing overall student results, bar charts showing NAEP achievement levels for each year in which the state participated, and tables displaying results by gender, race/ethnicity, and eligibility for free/reduced-price lunch. In addition, bulleted text describes the trends in average scale score gaps for gender, race/ethnicity, and eligibility for free/reduced-price lunch. Trends in scale scores at selected percentiles are also displayed. (RS)

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The Nation's Report Card: State Reading 2003
Snapshot Reports for Grade 8.

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CS 512 523

The Nation's Report Card

State **Reading 2003**

Alabama
Grade 8
Public Schools

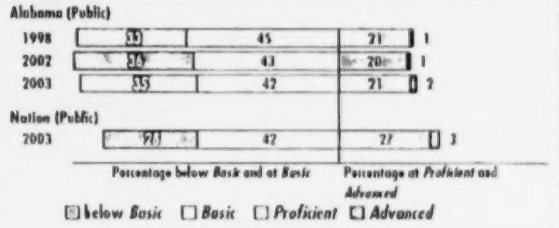
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Alabama

- In 2003, the average scale score for eighth-grade students in Alabama was 253. This was not found to be significantly different[1] from the average score in 2002 (253), and was not found to be significantly different from the average score in 1998 (255).
- Alabama's average score (253) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Alabama were higher than those in 1 jurisdiction, not significantly different from those in 9 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Alabama who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (21 percent), and was not found to be significantly different from 1998 (22 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

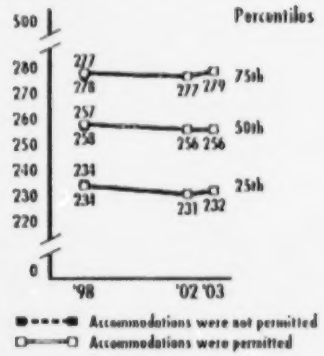
Performance of NAEP Reporting Groups in Alabama

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	246	42	41	16	1
Female	50	261	28	44	25	2
White	63	262	25	46	28	2
Black	35	237	54	37	9	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	48	241	48	40	11	#
Not eligible	52 ↑	265	23	44	30	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Alabama had an average score that was lower than that of female students (15 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (28 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Alabama.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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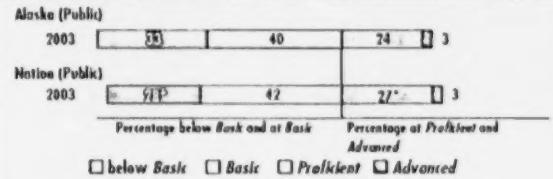
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Alaska

- In 2003, the average scale score for eighth-grade students in Alaska was 256.
- Alaska's average score (256) in 2003 was lower[1] than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Alaska were higher than those in 5 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Alaska who performed at or above the NAEP *Proficient* level was 27 percent in 2003. The percentage of students in Alaska who performed at or above the *Basic* level was 67 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

Performance of NAEP Reporting Groups in Alaska

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	250 ↓	39 ↑	39	20	2
Female	49	263 ↓	28 ↑	41	28 ↓	4
White	58 ↓	268 ↓	21 ↑	42	32	4
Black	4 ↓	249	40	47	12	1
Hispanic	4 ↓	246	44	39	17	#
Asian/Pacific Islander	6 ↑	253 ↓	36 ↑	41	22 ↓	1
American Indian/Alaska Native	26 ↑	235 ↓	56 ↑	33 ↓	11 ↓	#
Free/reduced-price school lunch						
Eligible	25 ↓	239 ↓	51 ↑	36	12	#
Not eligible	65 ↑	263 ↓	27 ↑	41	29 ↓	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Alaska had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of the Nation (11 points).
- In 2003, White students had an average score that was higher than that of Black students (19 points). This performance gap was narrower than that of the Nation (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of the Nation (25 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Alaska	232 ↓	260 ↓	283 ↓
Nation (Public)	240	264	286

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in Alaska scored below 283.

The estimate rounds to zero.
* Significantly different from Alaska.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
↓ Significantly higher than, ↑ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State **Reading 2003**

Arizona
Grade 8
Public Schools

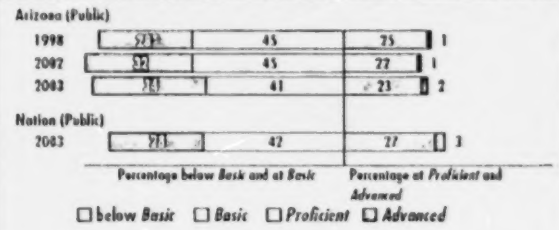
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Arizona

- In 2003, the average scale score for eighth-grade students in Arizona was 255. This was not found to be significantly different[1] from the average score in 2002 (257), and was lower than the average score in 1998 (260).
- Arizona's average score (255) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Arizona were higher than those in 4 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 37 jurisdictions.
- The percentage of students in Arizona who performed at or above the NAEP *Proficient* level was 25 percent in 2003. This percentage was not found to be significantly different from 2002 (23 percent), and was not found to be significantly different from 1998 (27 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

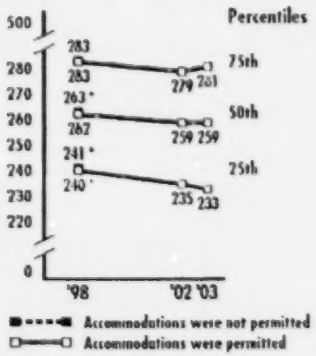
Performance of NAEP Reporting Groups in Arizona

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	251	38	41	20	1
Female	49	260	29	42	27	2
White	51	268	20	44	34	3
Black	5	245	48	36	16	#
Hispanic	36	240	49	39	11	#
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	6	238	55	37	8	#
Free/reduced-price school lunch						
Eligible	38	241	49	40	11	1
Not eligible	50	265	23	43	32	2

Average Score Gaps Between Selected Groups

- In 2003, male students in Arizona had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (21 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (23 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Arkansas
Grade 8
Public Schools

Snapshot Report

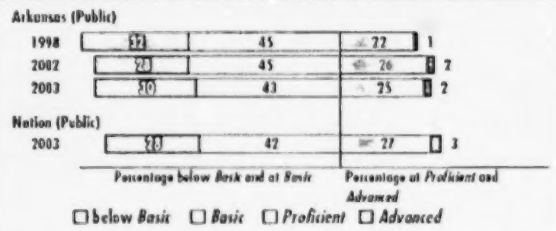
NCES 2003-459-AR3

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Arkansas

- In 2003, the average scale score for eighth-grade students in Arkansas was 258. This was not found to be significantly different[1] from the average score in 2002 (260), and was not found to be significantly different from the average score in 1998 (256).
- Arkansas' average score (258) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Arkansas were higher than those in 7 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (27 percent), and was not found to be significantly different from 1998 (23 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

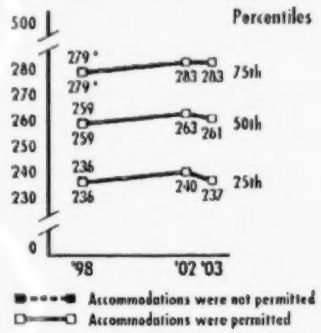
Performance of NAEP Reporting Groups in Arkansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	254	34	43	22	1
Female	49	263	26	44	28	3
White	73	266	21	46	30	3
Black	22	232	58	35	6	#
Hispanic	3	257	32	43	24	2
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	46	250	39	41	18	1
Not eligible	49	267	20	46	32	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Arkansas had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (33 points). This performance gap was not significantly different from that of 1998 (29 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Arkansas in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
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* Significantly different from 2003.
‡ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

California, Grade 8 Public Schools

Snapshot Report

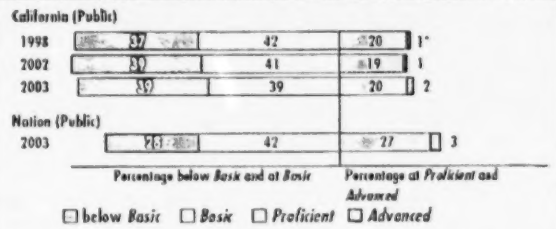
NCES 2003-458CA

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for California

- In 2003, the average scale score for eighth-grade students in California was 251. This was not found to be significantly different[1] from the average score in 2002 (250), and was not found to be significantly different from the average score in 1998 (252).
- California's average score (251) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in California were higher than those in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in California who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was not found to be significantly different from 1998 (21 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

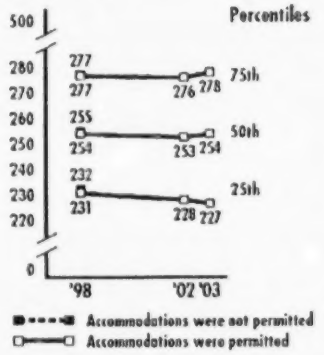
Performance of NAEP Reporting Groups in California

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	247	42	38	19	1
Female	49	255	35	40	22	3
White	35	265	24	43	30	4
Black	9	239	52	37	11	#
Hispanic	41	237	54	35	10	#
Asian/Pacific Islander	13	266	24	40	33	4
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	42	237	53	35	12	#
Not eligible	46	264	25	42	29	3

Average Score Gaps Between Selected Groups

- In 2003, male students in California had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (29 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of 1998 (32 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. | Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Colorado
Grade 8
Public Schools

Snapshot Report

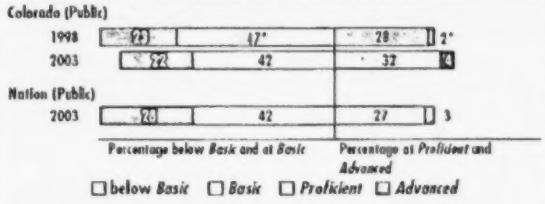
NCES 2003-453CO3

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Colorado

- In 2003, the average scale score for eighth-grade students in Colorado was 268. This was higher[1] than the average score in 1998 (264).
- Colorado's average score (268) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Colorado were higher than those in 23 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Colorado who performed at or above the NAEP *Proficient* level was 36 percent in 2003. This percentage was greater than that in 1998 (30 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

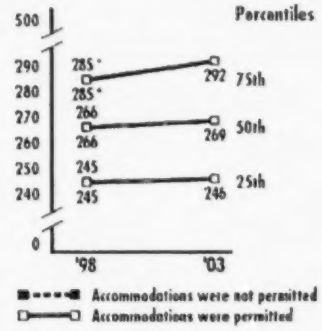
Performance of NAEP Reporting Groups in Colorado

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	262	27	44	27	2
Female	49	274	18	39 ↓	37	6
White	70	275 ↑	15	41 ↓	38	5 ↑
Black	6	249	40	43	15	1
Hispanic	20	247	43	43	13	1
Asian/Pacific Islander	4	275	16	37	42	6
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	26	250	40	43	15	1
Not eligible	72	274 ↑	16	41 ↓	38	5 ↑

Average Score Gaps Between Selected Groups

- In 2003, male students in Colorado had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of 1998 (26 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Connecticut
Grade 8
Public Schools

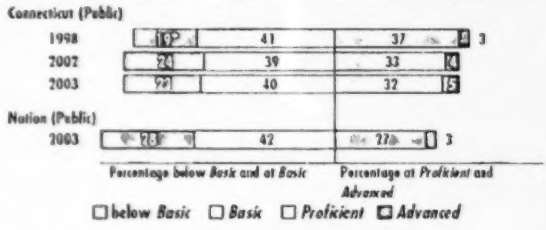
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Connecticut

- In 2003, the average scale score for eighth-grade students in Connecticut was 267. This was not found to be significantly different[1] from the average score in 2002 (267), and was lower than the average score in 1998 (270).
- Connecticut's average score (267) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Connecticut were higher than those in 21 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (40 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

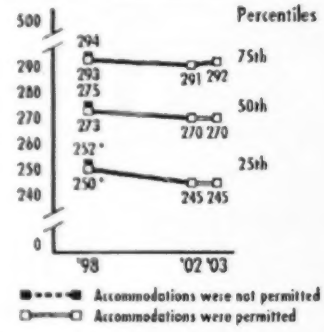
Performance of NAEP Reporting Groups in Connecticut

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	262	28	41	29	3
Female	50	273	19	39	36	6
White	71	275	16	39	39	6
Black	14	244	46	42	12	#
Hispanic	11	244	45	41	13	#
Asian/Pacific Islander	3	282 ↑	12	34	43	11
American Indian/Alaska Native	# ↓	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	25	245	44	41	14	#
Not eligible	71	275	17	39	38	6

Average Score Gaps Between Selected Groups

- In 2003, male students in Connecticut had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 1998 (32 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (31 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of 1998 (27 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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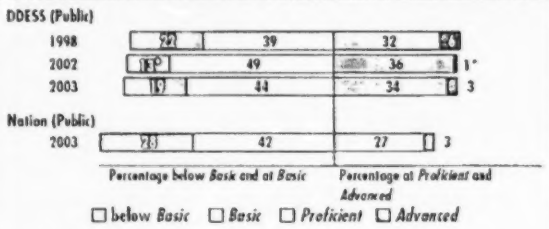
The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for DDESS

- In 2003, the average scale score for eighth-grade students in DDESS was 269. This was not found to be significantly different[1] from the average score in 2002 (272), and was not found to be significantly different from the average score in 1998 (268).
- DoDEA/DDESS' average score (269) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in DDESS were higher than those in 28 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in DoDEA/DDESS who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (39 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

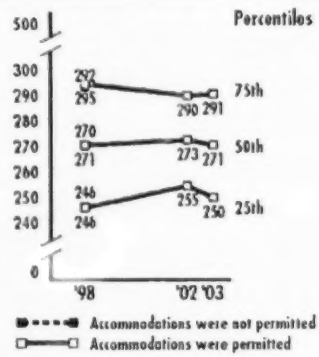
Performance of NAEP Reporting Groups in DDESS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	261 ↓	27 ↓	45	26	2
Female	49	278	11	42	42	5
White	40	280	11	39	45	5
Black	25	255	30	51	18	1
Hispanic	23	268	21	41	34	4
Asian/Pacific Islander	7	—	---	---	---	---
American Indian/Alaska Native	#	—	---	---	---	---
Free/reduced-price school lunch						
Eligible	26	262	23	51	23	3
Not eligible	56	270	18	41	37	3

Average Score Gaps Between Selected Groups

- In 2003, male students in DoDEA/DDESS had an average score that was lower than that of female students (17 points). This performance gap was not significantly different from that of 1998 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (13 points). This performance gap was not significantly different from that of 1998 (2 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (8 points). This performance gap was not significantly different from that of 1998 (15 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

DoDDS
Grade 8
Public Schools

Snapshot Report

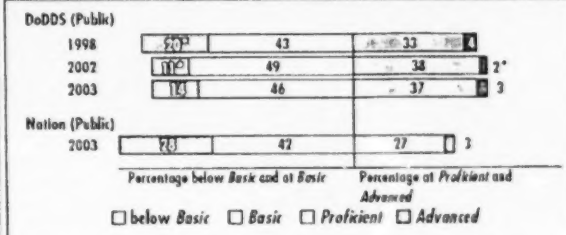
NCES 2003-453DOR

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for DoDDS

- In 2003, the average scale score for eighth-grade students in DoDDS was 273. This was not found to be significantly different[1] from the average score in 2002 (273), and was higher than the average score in 1998 (269).
- DoDEA/DoDDS' average score (273) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in DoDDS were higher than those in 49 jurisdictions, and not significantly different from those in 3 jurisdictions.
- The percentage of students in DoDEA/DoDDS who performed at or above the NAEP *Proficient* level was 40 percent in 2003. This percentage was not found to be significantly different from 2002 (40 percent), and was not found to be significantly different from 1998 (37 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

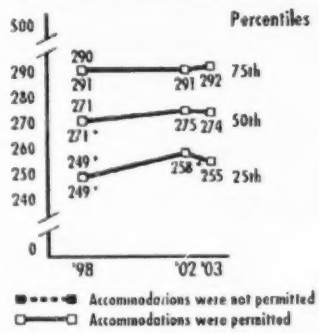
Performance of NAEP Reporting Groups in DoDDS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	269	17	49	32	2
Female	49	277	12 ↑	42	42	4
White	51 ↑	277	10	44	42	4
Black	19 ↑	260	25	53	21	1
Hispanic	10 ↑	269	19	46	31	4
Asian/Pacific Islander	10	272	14	48	36	2
American Indian/Alaska Native	1	---	---	---	---	---

Average Score Gaps Between Selected Groups

- In 2003, male students in DoDEA/DoDDS had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of 1998 (19 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (8 points). This performance gap was not significantly different from that of 1998 (12 points).
- Data for free/reduced-price school lunch were not available in DoDDS at grade 8 to compare gaps across assessment years.

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card
State **Reading 2003**
Delaware
Grade 8
Public Schools

Snapshot Report

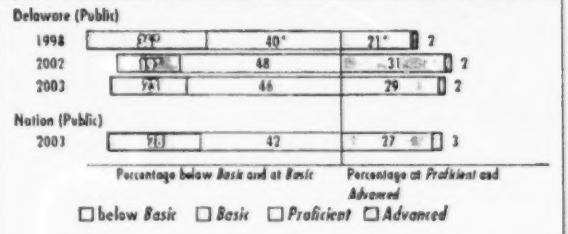
NCES 2004-456DE

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Delaware

- In 2003, the average scale score for eighth-grade students in Delaware was 265. This was lower[1] than the average score in 2002 (267), and was higher than the average score in 1998 (254).
- Delaware's average score (265) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Delaware were higher than those in 20 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 16 jurisdictions.
- The percentage of students in Delaware who performed at or above the NAEP *Proficient* level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was greater than that in 1998 (23 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

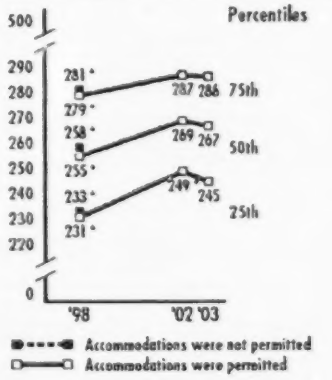
Performance of NAEP Reporting Groups in Delaware

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	260 ↓	28 ↑	46	24	2
Female	48	270	18	45	33	3
White	63	273	15 ↑	46	37	3
Black	27	248	40	47	13	#
Hispanic	6	246	40	48	13	#
Asian/Pacific Islander	3	281	13	35	42	10
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	33	250	39	45	15	1
Not eligible	58 ↓	271 ↓	15 ↑	47	35	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Delaware had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
‡ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

District of Columbia
Grade 8
Public Schools

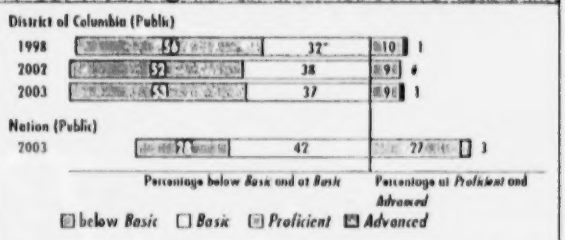
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for District of Columbia

- In 2003, the average scale score for eighth-grade students in District of Columbia was 239. This was not found to be significantly different[1] from the average score in 2002 (240), and was not found to be significantly different from the average score in 1998 (236).
- District of Columbia's average score (239) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in District of Columbia were lower than those in 52 jurisdictions.
- The percentage of students in District of Columbia who performed at or above the NAEP *Proficient* level was 10 percent in 2003. This percentage was not found to be significantly different from 2002 (10 percent), and was not found to be significantly different from 1998 (11 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

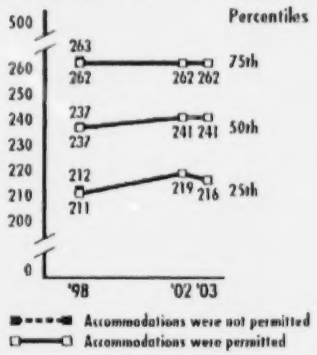
Performance of NAEP Reporting Groups in District of Columbia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	48	231	62	31	7	1
Female	52	245	45	42	11	1
White	3	—	—	—	—	—
Black	88	236	55	37	7	#
Hispanic	8	240	49	39	11	#
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	57 ↓	232	61	33	6	#
Not eligible	30	248	44	39	14	3

Average Score Gaps Between Selected Groups

- In 2003, male students in District of Columbia had an average score that was lower than that of female students (14 points). This performance gap was not significantly different from that of 1998 (12 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in District of Columbia.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in District of Columbia.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (25 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Florida
Grade 8
Public Schools

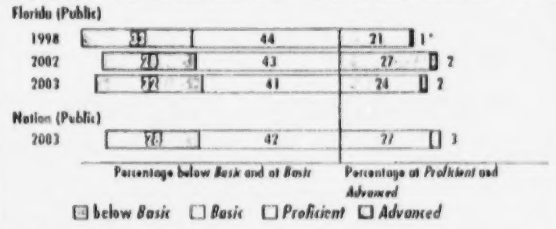
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Florida

- In 2003, the average scale score for eighth-grade students in Florida was 257. This was not found to be significantly different[1] from the average score in 2002 (261), and was not found to be significantly different from the average score in 1998 (255).
- Florida's average score (257) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Florida were higher than those in 5 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 36 jurisdictions.
- The percentage of students in Florida who performed at or above the NAEP *Proficient* level was 27 percent in 2003. This percentage was not found to be significantly different from 2002 (29 percent), and was not found to be significantly different from 1998 (23 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

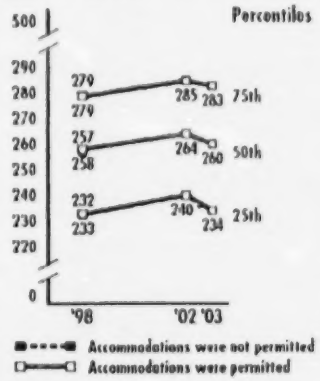
Performance of NAEP Reporting Groups in Florida

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	251	39	40	20	1
Female	51	263	26	42	29	3
White	51 ↓	268	21	42	33	4
Black	27 ↑	239	52	38	10	1
Hispanic	19	251	38	43	18	1
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	46	245	45	39	15	1
Not eligible	49	267	22	43	32	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Florida had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (13 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was not significantly different from that of 1998 (17 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 1998 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card
State **Reading 2003**
Georgia
Grade 8
Public Schools

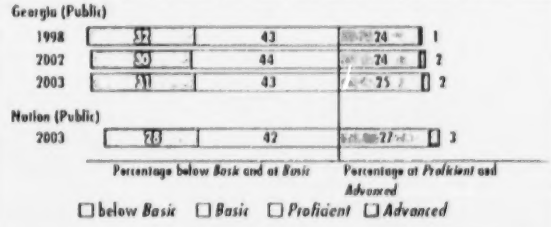
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Georgia

- In 2003, the average scale score for eighth-grade students in Georgia was 258. This was not found to be significantly different[1] from the average score in 2002 (258), and was not found to be significantly different from the average score in 1998 (257).
- Georgia's average score (258) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Georgia were higher than those in 7 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 35 jurisdictions.
- The percentage of students in Georgia who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (26 percent), and was not found to be significantly different from 1998 (25 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

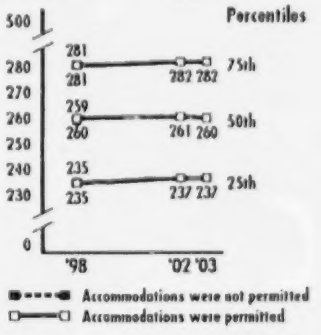
Performance of NAEP Reporting Groups in Georgia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	253	37	41	21	1
Female	50	263	24	46	28	2
White	54	268	19	45	34	2
Black	39	244	46	42	12	#
Hispanic	4	245	45	40	15	#
Asian/Pacific Islander	2	265	30	32	34	5
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	41	243	46	42	12	#
Not eligible	54	269	18	44	35	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Georgia had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (27 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Georgia in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (28 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
‡ Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Hawaii
Grade 8
Public Schools

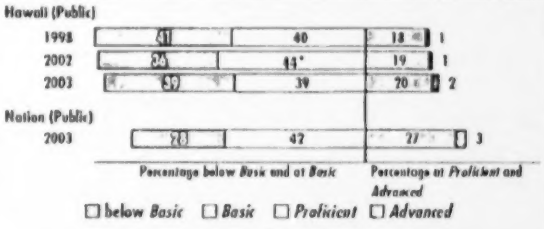
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Hawaii

- In 2003, the average scale score for eighth-grade students in Hawaii was 251. This was not found to be significantly different[1] from the average score in 2002 (252), and was not found to be significantly different from the average score in 1998 (249).
- Hawaii's average score (251) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Hawaii were higher than those in 1 jurisdiction, not significantly different from those in 5 jurisdictions, and lower than those in 46 jurisdictions.
- The percentage of students in Hawaii who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was not found to be significantly different from 1998 (19 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-327; *Advanced*, 323 or above.

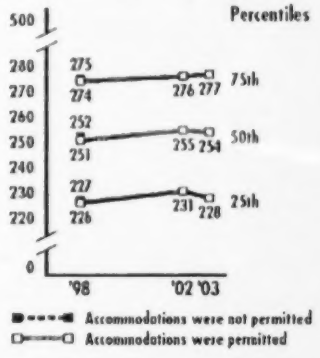
Performance of NAEP Reporting Groups in Hawaii

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	245	46	36	16	1
Female	49	258	32	42	23	3
White	15	259	31	38	27	4
Black	2	---	---	---	---	---
Hispanic	2	249	41	32	26	1
Asian/Pacific Islander	70	249	41	40	18	1
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	42	240	51	37	12	1
Not eligible	57	259	30	41	26	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Hawaii had an average score that was lower than that of female students (14 points). This performance gap was not significantly different from that of 1998 (15 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Hawaii.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Hawaii in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of 1998 (16 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Idaho
Grade 8
Public Schools

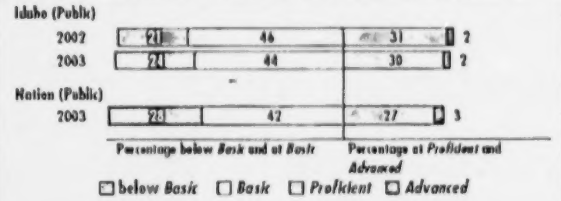
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Idaho

- In 2003, the average scale score for eighth-grade students in Idaho was 264. This was not found to be significantly different[1] from the average score in 2002 (266).
- Idaho's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Idaho were higher than those in 18 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 15 jurisdictions.
- The percentage of students in Idaho who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (34 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

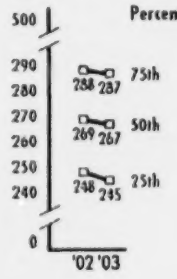
Performance of NAEP Reporting Groups in Idaho

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	258	29	45	25	1
Female	50	271	18 ↑	43	35	4
White	87	267	21	44	32	3
Black	#	---	---	---	---	---
Hispanic	10	242	47	42	11	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	34	254 ↓	34	44	21	1
Not eligible	57	270	18	44	34	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Idaho had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 2002 (14 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Idaho.
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 2002 (21 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 2002 (11 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Illinois
Grade 8
Public Schools

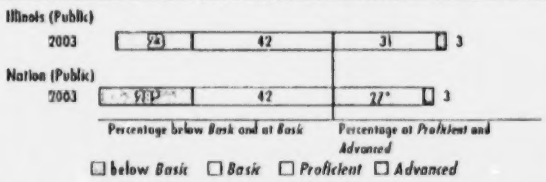
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Illinois

- In 2003, the average scale score for eighth-grade students in Illinois was 266.
- Illinois' average score (266) in 2003 was higher[1] than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Illinois were higher than those in 21 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Illinois who performed at or above the NAEP *Proficient* level was 35 percent in 2003. The percentage of students in Illinois who performed at or above the *Basic* level was 77 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

Performance of NAEP Reporting Groups in Illinois

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	264 ↑	25 ↓	44	28 ↑	2
Female	51	269 ↑	21	40	34	4
White	63	276 ↑	13 ↓	42	40 ↑	5
Black	20 ↑	247	44	43	13	#
Hispanic	14	250 ↑	39 ↓	45	15	1
Asian/Pacific Islander	3 ↓	281 ↑	13	34	45	8
American Indian/Alaska Native	# ↓	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	34	249 ↑	41	44	14	1
Not eligible	62	276 ↑	13 ↓	41	41 ↑	5

Average Score Gaps Between Selected Groups

- In 2003, male students in Illinois had an average score that was lower than that of female students (6 points). This performance gap was narrower than that of the Nation (11 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (26 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of the Nation (25 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Illinois	245 ↑	269 ↑	290 ↑
Nation (Public)	240	264	286

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in Illinois scored below 290.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Illinois.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State **Reading 2003**

Indiana
Grade 8
Public Schools

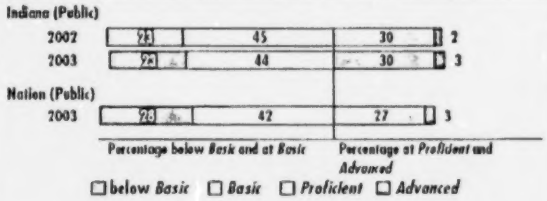
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Indiana

- In 2003, the average scale score for eighth-grade students in Indiana was 265. This was not found to be significantly different[1] from the average score in 2002 (265).
- Indiana's average score (265) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Indiana were higher than those in 20 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 9 jurisdictions.
- The percentage of students in Indiana who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

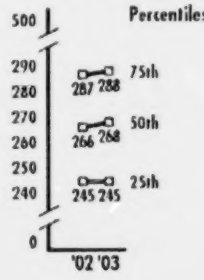
Performance of NAEP Reporting Groups in Indiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49 ↓	259	28	46	25	2
Female	51 ↑	270	18	43	36	3
White	82	269	19	44	33	3
Black	12	244	46	41	13	#
Hispanic	3	247	43	41	15	1
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	29	248	41	43	15	1
Not eligible	68	272	16	44	36	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Indiana had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 2002 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 2002 (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Indiana in 2002.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was wider than that of 2002 (16 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Iowa
Grade 8
Public Schools

Snapshot Report

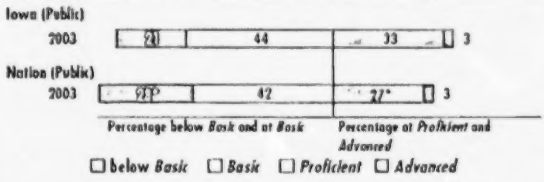
NCES 2003-453IA5

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Iowa

- In 2003, the average scale score for eighth-grade students in Iowa was 268.
- Iowa's average score (268) in 2003 was higher[1] than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Iowa were higher than those in 27 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students in Iowa who performed at or above the NAEP *Proficient* level was 36 percent in 2003. The percentage of students in Iowa who performed at or above the *Basic* level was 79 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

Performance of NAEP Reporting Groups in Iowa

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	261 ↑	26 ↓	46	27	1
Female	51	273 ↑	15 ↓	42	39 ↑	4
White	91 ↑	269	18	44	35	3
Black	3 ↓	245	44	46	10	#
Hispanic	4 ↓	244	46	41	12	1
Asian/Pacific Islander	2 ↓	---	---	---	---	---
American Indian/Alaska Native	# ↓	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	25 ↓	252 ↑	37 ↓	45	17	1
Not eligible	72 ↑	273 ↑	15 ↓	43	38	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Iowa had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of the Nation (11 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (25 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Iowa	248 ↑	270 ↑	290 ↑
Nation (Public)	240	264	286

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in Iowa scored below 290.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Iowa.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State

Reading 2003

Kansas
Grade 8
Public Schools

Snapshot Report

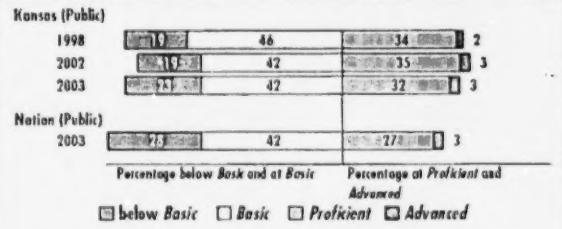
NCES 2004-458KS8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Kansas

- In 2003, the average scale score for eighth-grade students in Kansas was 266. This was not found to be significantly different[1] from the average score in 2002 (269), and was not found to be significantly different from the average score in 1998 (268).
- Kansas' average score (266) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Kansas were higher than those in 20 jurisdictions, not significantly different from those in 27 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students in Kansas who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (38 percent), and was not found to be significantly different from 1998 (36 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

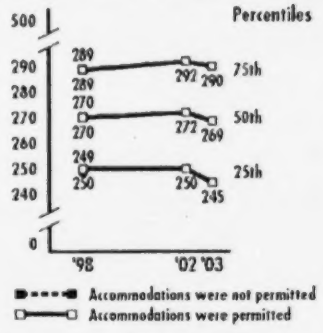
Performance of NAEP Reporting Groups in Kansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	260	29	43	26	2
Female	50	272	18	41	37	5
White	80	271	18	42	36	4
Black	9	243	47	43	10	#
Hispanic	7	245	45	38	16	1
Asian/Pacific Islander	3	266	25	41	30	5
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	33	253	36	42	21	1
Not eligible	65	273	16	42	37	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Kansas had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (26 points). This performance gap was not significantly different from that of 1998 (31 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Kentucky
Grade 8
Public Schools

Snapshot Report

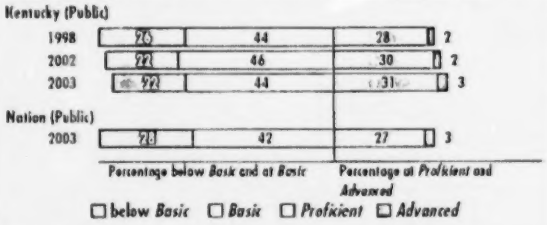
NCES 2003-458KY6

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Kentucky

- In 2003, the average scale score for eighth-grade students in Kentucky was 266. This was not found to be significantly different[1] from the average score in 2002 (265), and was higher than the average score in 1998 (262).
- Kentucky's average score (266) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Kentucky were higher than those in 21 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Kentucky who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (30 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-327; *Advanced*, 323 or above.

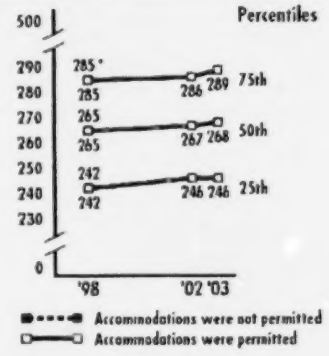
Performance of NAEP Reporting Groups in Kentucky

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	261	27	46	26	2
Female	50	272	17	43	36	4
White	87	269	19	45	33	3
Black	10	245	46	41	13	1
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	42	257	31	46	22 ↑	1
Not eligible	56	273	15	43	37	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Kentucky had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (19 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Kentucky.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (20 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

\# The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State Reading 2003

Louisiana
Grade 8
Public Schools

Snapshot Report

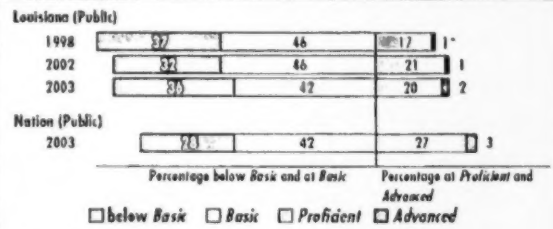
NCES 2004-453LA8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Louisiana

- In 2003, the average scale score for eighth-grade students in Louisiana was 253. This was not found to be significantly different[1] from the average score in 2002 (256), and was not found to be significantly different from the average score in 1998 (252).
- Louisiana's average score (253) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Louisiana were higher than those in 1 jurisdiction, not significantly different from those in 9 jurisdictions, and lower than those in 42 jurisdictions.
- The percentage of students in Louisiana who performed at or above the NAEP *Proficient* level was 22 percent in 2003. This percentage was not found to be significantly different from 2002 (22 percent), and was greater than that in 1998 (17 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

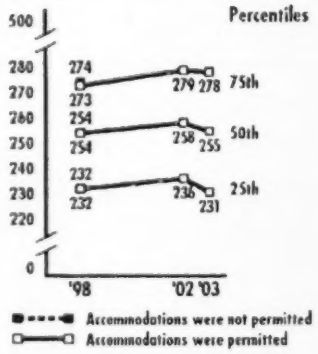
Performance of NAEP Reporting Groups in Louisiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	48	248	41	41	17	1
Female	52	258	31	43	23	2
White	49	267	20	47	30	3
Black	46	238	54	37	9	#
Hispanic	2	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	50	245	46	41	13	1
Not eligible	38	266	23	44	30	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Louisiana had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1998 (26 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Louisiana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (20 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.
Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Maine
Grade 8
Public Schools

Snapshot Report

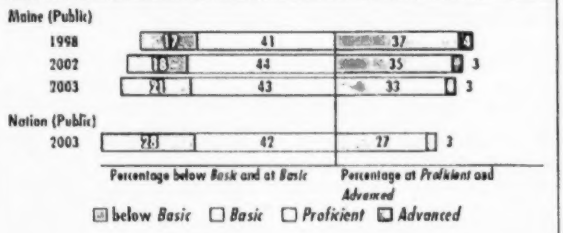
NCES 2004-456ME8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Maine

- In 2003, the average scale score for eighth-grade students in Maine was 268. This was not found to be significantly different[1] from the average score in 2002 (270), and was lower than the average score in 1998 (271).
- Maine's average score (268) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Maine were higher than those in 28 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Maine who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (38 percent), and was not found to be significantly different from 1998 (41 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

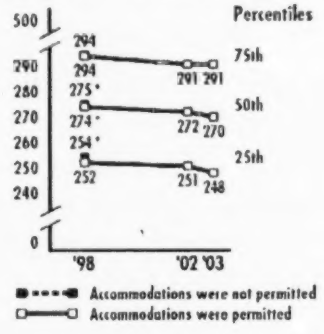
Performance of NAEP Reporting Groups in Maine

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	262	26	44	28	2
Female	49	275	15	41	39	5
White	96	269	21	43	34	3
Black	2	---	---	---	---	---
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	28 ↑	258	31	44	24	1
Not eligible	70	273	17	42	37	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Maine had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (15 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Maine.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Maine.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (15 points). This performance gap was not significantly different from that of 1998 (17 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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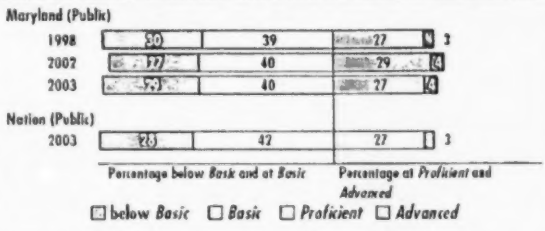
The Nation's Report Card
State **Reading 2003**
Maryland
Grade 8
Public Schools
Snapshot Report
NCES 2004-458MD8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Maryland

- In 2003, the average scale score for eighth-grade students in Maryland was 262. This was not found to be significantly different[1] from the average score in 2002 (263), and was not found to be significantly different from the average score in 1998 (261).
- Maryland's average score (262) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Maryland were higher than those in 11 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 31 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (31 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

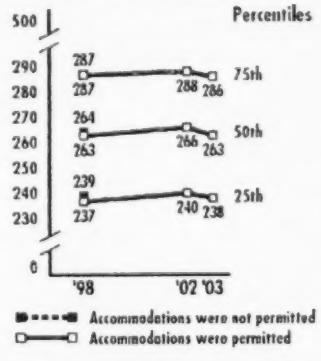
Performance of NAEP Reporting Groups in Maryland

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	255	35	40	22	2
Female	49	269	23	40	32	5
White	58	271	20	40	35	5
Black	32	245	45	42	12	1
Hispanic	6	251	39	40	19	1
Asian/Pacific Islander	4	282	13	31	43	13
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	26	242	49	38	12	1
Not eligible	67	268	22	42	32	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Maryland had an average score that was lower than that of female students (14 points). This performance gap was not significantly different from that of 1998 (12 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (32 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (20 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (30 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Massachusetts
Grade 8
Public Schools

Snapshot Report

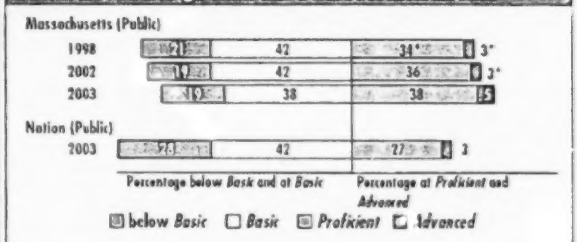
NCES 2004-458MA8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Massachusetts

- In 2003, the average scale score for eighth-grade students in Massachusetts was 273. This was not found to be significantly different[1] from the average score in 2002 (271), and was higher than the average score in 1998 (269).
- Massachusetts' average score (273) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Massachusetts were higher than those in 49 jurisdictions, and not significantly different from those in 3 jurisdictions.
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 43 percent in 2003. This percentage was not found to be significantly different from 2002 (39 percent), and was greater than that in 1998 (38 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

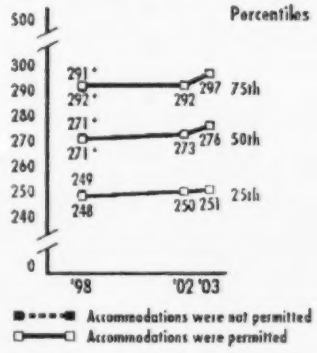
Performance of NAEP Reporting Groups in Massachusetts

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50 ↑	268	23	40	33	4
Female	50 ↓	278	14	36	42	7
White	78	278	14	37	43	6
Black	8	252	38	44	17	1
Hispanic	9	246	44	42	14	#
Asian/Pacific Islander	4	281	13	35	42	11
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	23	251	39	42	17	1
Not eligible	64	280	12	37	45	6

Average Score Gaps Between Selected Groups

- In 2003, male students in Massachusetts had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (32 points). This performance gap was not significantly different from that of 1998 (32 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (29 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Michigan
Grade 8
Public Schools

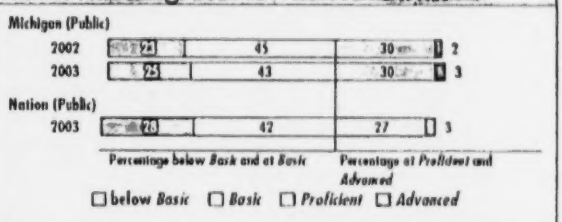
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Michigan

- In 2003, the average scale score for eighth-grade students in Michigan was 264. This was not found to be significantly different[1] from the average score in 2002 (265).
- Michigan's average score (264) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Michigan were higher than those in 17 jurisdictions, not significantly different from those in 28 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Michigan who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

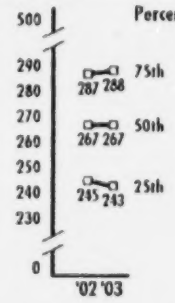
Performance of NAEP Reporting Groups in Michigan

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	259	30	44	25	2
Female	50	270	20	42	34	3
White	70	272	16	45	36	3
Black	24	242	51	37	12	#
Hispanic	3	257	33	40	26	1
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	28	247	43	42	14 ↓	1
Not eligible	63	272	16	44	37	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Michigan had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 2002 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (31 points). This performance gap was not significantly different from that of 2002 (28 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Michigan in 2002.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was wider than that of 2002 (13 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Minnesota
Grade 8
Public Schools

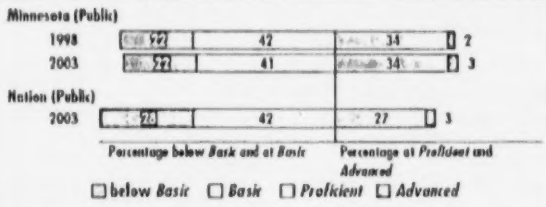
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Minnesota

- In 2003, the average scale score for eighth-grade students in Minnesota was 268. This was not found to be significantly different[1] from the average score in 1998 (265).
- Minnesota's average score (268) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Minnesota were higher than those in 27 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Minnesota who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 1998 (36 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

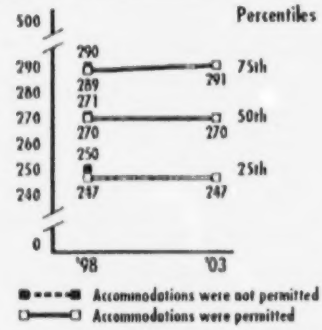
Performance of NAEP Reporting Groups in Minnesota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	261	27	44	27	2
Female	49	274	16	38	41	4
White	83	273	17	42	38	3
Black	6	243	49	39	12	#
Hispanic	3	240	54	30	14	2
Asian/Pacific Islander	5	257 †	36	38	23	2
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	22	248	44	39	16	1
Not eligible	77	274	15	41	40	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Minnesota had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1998 (38 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Minnesota in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (26 points). This performance gap was not significantly different from that of 1998 (23 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
† Significantly higher than, ‡ lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nations/reportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2003 Reading Assessments.

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The Nation's Report Card

State Reading 2003

Mississippi
Grade 8
Public Schools

Snapshot Report

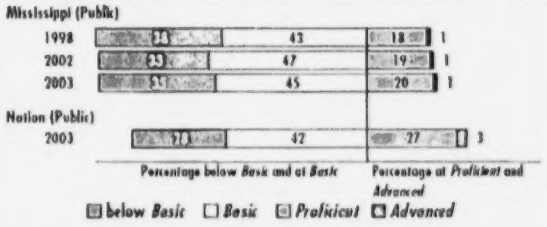
NCES 2003-451MSB

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Mississippi

- In 2003, the average scale score for eighth-grade students in Mississippi was 255. This was not found to be significantly different[1] from the average score in 2002 (255), and was not found to be significantly different from the average score in 1998 (251).
- Mississippi's average score (255) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Mississippi were higher than those in 2 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 37 jurisdictions.
- The percentage of students in Mississippi who performed at or above the NAEP *Proficient* level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was not found to be significantly different from 1998 (19 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

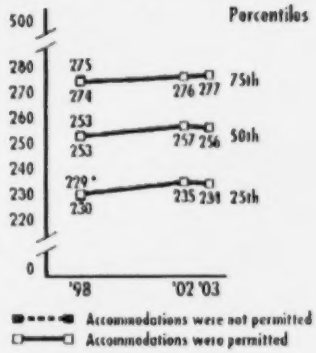
Performance of NAEP Reporting Groups in Mississippi

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	249	41	43	15	1
Female	51	260	28	46	24	2
White	49	267	20	48	30	2
Black	49	243	50	41	9	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	56	246	44	43	12	#
Not eligible	41	266	22	46	30	2

Average Score Gaps Between Selected Groups

- In 2003, male students in Mississippi had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Mississippi.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 1998 (23 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
‡ Significantly higher than, ‡ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Missouri
Grade 8
Public Schools

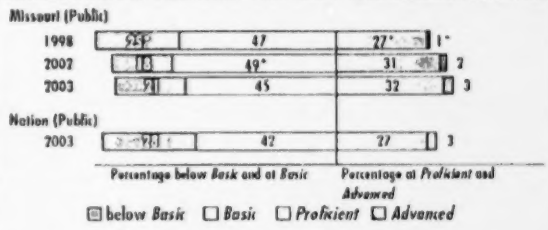
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Missouri

- In 2003, the average scale score for eighth-grade students in Missouri was 267. This was not found to be significantly different[1] from the average score in 2002 (268), and was higher than the average score in 1998 (262).
- Missouri's average score (267) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Missouri were higher than those in 24 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students in Missouri who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (33 percent), and was greater than that in 1998 (28 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

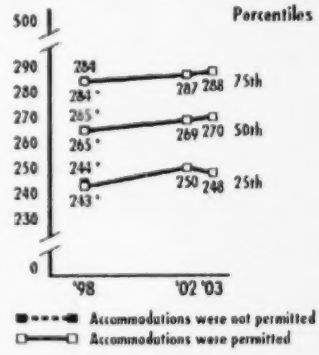
Performance of NAEP Reporting Groups in Missouri

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	263	25	45 ↓	28	2
Female	51	271	16	45	35	4
White	82	272	15	46	36	3
Black	15	243	48	42	10	#
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	30	255	34	44	21	1
Not eligible	67	273	15	45	36	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Missouri had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (28 points). This performance gap was not significantly different from that of 1998 (23 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Missouri.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of 1998 (21 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
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Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State Reading 2003

Montana
Grade 8
Public Schools

Snapshot Report

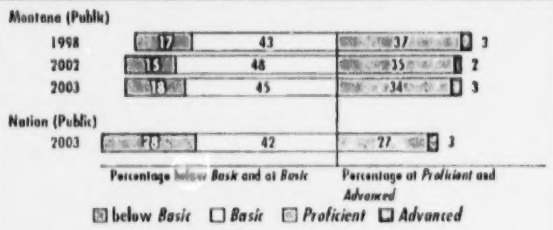
NCES 2004-453MT8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Montana

- In 2003, the average scale score for eighth-grade students in Montana was 270. This was not found to be significantly different[1] from the average score in 2002 (270), and was not found to be significantly different from the average score in 1998 (271).
- Montana's average score (270) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Montana were higher than those in 34 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Montana who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (40 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

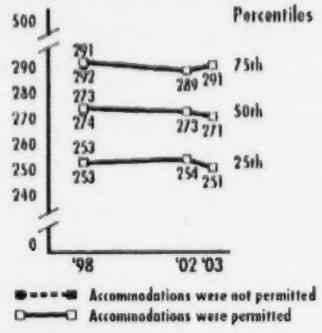
Performance of NAEP Reporting Groups in Montana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	264	22	48	28	1
Female	50	276	14	41	40	4
White	87	273	15	45	37	3
Black	#	---	---	---	---	---
Hispanic	2	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	10	247	40	46	13	#
Free/reduced-price school lunch						
Eligible	29	258	30	46	24	1
Not eligible	66	275	13	45	39	4 ↑

Average Score Gaps Between Selected Groups

- In 2003, male students in Montana had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (14 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Montana.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Montana.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (17 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. | Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

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Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Nebraska
Grade 8
Public Schools

Snapshot Report

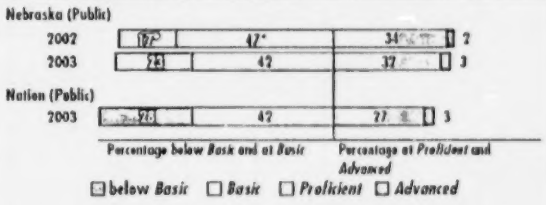
NCES 2004-456NE3

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Nebraska

- In 2003, the average scale score for eighth-grade students in Nebraska was 266. This was lower[1] than the average score in 2002 (270).
- Nebraska's average score (266) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Nebraska were higher than those in 21 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Nebraska who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (36 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

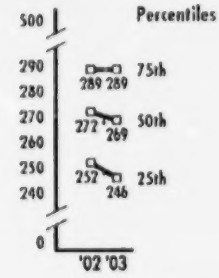
Performance of NAEP Reporting Groups in Nebraska

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49 ↓	261 ↓	27 ↑	44	27	2
Female	51 ↑	271	18 ↑	41	38	3
White	84	271	18 ↑	43	36	3
Black	5	239	53	37	10	#
Hispanic	7	241	51 ↑	37	11	1
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	30	253 ↓	37 ↑	42	20	1
Not eligible	66	273	16 ↑	43	38	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Nebraska had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 2002 (7 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 2002 (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (30 points). This performance gap was not significantly different from that of 2002 (22 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was wider than that of 2002 (15 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
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↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
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NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Nevada
Grade 8
Public Schools

Snapshot Report

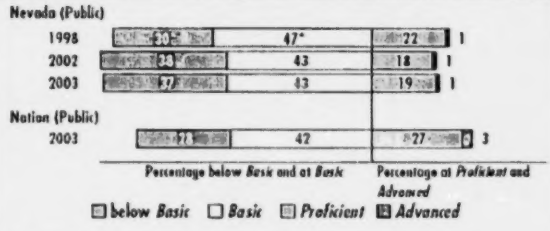
NCES 2004-456rev3

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Nevada

- In 2003, the average scale score for eighth-grade students in Nevada was 252. This was not found to be significantly different[1] from the average score in 2002 (251), and was lower than the average score in 1998 (258).
- Nevada's average score (252) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Nevada were higher than those in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 44 jurisdictions.
- The percentage of students in Nevada who performed at or above the NAEP *Proficient* level was 21 percent in 2003. This percentage was not found to be significantly different from 2002 (19 percent), and was not found to be significantly different from 1998 (23 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

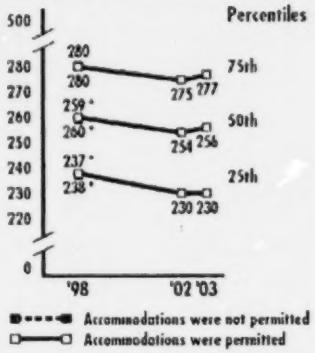
Performance of NAEP Reporting Groups in Nevada

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	246	43	42	14	#
Female	51	258	31	43	25	2
White	56	262 ↑	25	46	27	2
Black	11	233	57	36	7	#
Hispanic	25	237	56	36	8	#
Asian/Pacific Islander	6	260	25	51	24	1
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	33 ↓	242	50	38	12	1
Not eligible	63	258	30	45	23	1

Average Score Gaps Between Selected Groups

- In 2003, male students in Nevada had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of 1998 (23 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (19 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State Reading 2003

New Hampshire
Grade 8
Public Schools

Snapshot Report

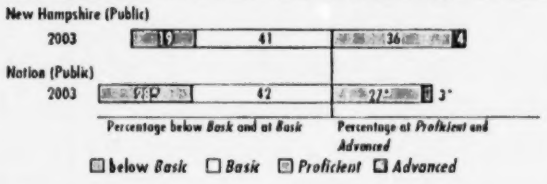
NCES 2004-456NH8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Hampshire

- In 2003, the average scale score for eighth-grade students in New Hampshire was 271.
- New Hampshire's average score (271) in 2003 was higher[1] than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in New Hampshire were higher than those in 40 jurisdictions, and not significantly different from those in 12 jurisdictions.
- The percentage of students in New Hampshire who performed at or above the NAEP *Proficient* level was 40 percent in 2003. The percentage of students in New Hampshire who performed at or above the *Basic* level was 81 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

Performance of NAEP Reporting Groups in New Hampshire

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	265 ↑	24 ↓	42	31 ↑	2
Female	51	276 ↑	14 ↓	39	42 ↑	5 ↑
White	94 ↑	272	18	41	37	4
Black	2 ↓	---	---	---	---	---
Hispanic	2 ↓	---	---	---	---	---
Asian/Pacific Islander	1 ↓	---	---	---	---	---
American Indian/Alaska Native	# ↓	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	14 ↓	255 ↑	34 ↓	44	19 ↑	3
Not eligible	79 ↑	273 ↑	17	41	39	4

Average Score Gaps Between Selected Groups

- In 2003, male students in New Hampshire had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of the Nation (11 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Hampshire.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in New Hampshire.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was narrower than that of the Nation (25 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
New Hampshire	251 ↑	273 ↑	293 ↑
Nation (Public)	240	264	286

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in New Hampshire scored below 293.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from New Hampshire.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State **Reading 2003**

New Jersey
Grade 8
Public Schools

Snapshot Report

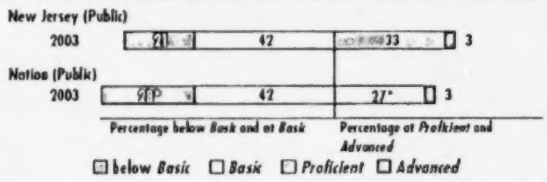
NCES 2004-453NJ8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Jersey

- In 2003, the average scale score for eighth-grade students in New Jersey was 268.
- New Jersey's average score (268) in 2003 was higher[1] than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in New Jersey were higher than those in 26 jurisdictions, not significantly different from those in 24 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in New Jersey who performed at or above the NAEP *Proficient* level was 37 percent in 2003. The percentage of students in New Jersey who performed at or above the *Basic* level was 79 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

Performance of NAEP Reporting Groups in New Jersey

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	263 ↑	25 ↓	43	29 ↑	2
Female	49	272 ↑	17 ↓	40	38 ↑	5
White	60	277 ↑	12 ↓	42	42 ↑	4
Black	20	248	42	43	15	1
Hispanic	14	248	39	44	16	1
Asian/Pacific Islander	6	289 ↑	8 ↓	30 ↓	51 ↑	12
American Indian/Alaska Native	# ↓	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	24 ↓	246	44	41	15	1
Not eligible	67 ↑	275 ↑	14 ↓	42	40 ↑	5

Average Score Gaps Between Selected Groups

- In 2003, male students in New Jersey had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of the Nation (11 points).
- In 2003, White students had an average score that was higher than that of Black students (29 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of the Nation (27 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (30 points). This performance gap was not significantly different from that of the Nation (25 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
New Jersey	248 ↑	271 ↑	291 ↑
Nation (Public)	240	264	286

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in New Jersey scored below 291.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from New Jersey.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State **Reading 2003**

New Mexico
Grade 8
Public Schools

Snapshot Report

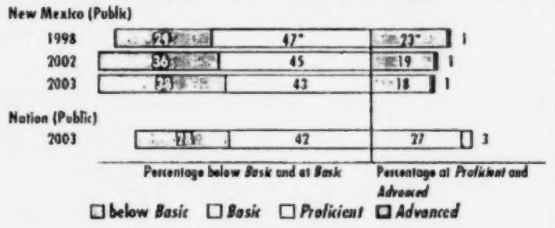
NCES 2004-453NM8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New Mexico

- In 2003, the average scale score for eighth-grade students in New Mexico was 252. This was not found to be significantly different[1] from the average score in 2002 (254), and was lower than the average score in 1998 (258).
- New Mexico's average score (252) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in New Mexico were higher than those in 1 jurisdiction, not significantly different from those in 6 jurisdictions, and lower than those in 45 jurisdictions.
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 20 percent in 2003. This percentage was not found to be significantly different from 2002 (20 percent), and was smaller than that in 1998 (23 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

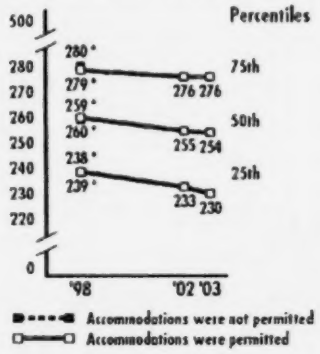
Performance of NAEP Reporting Groups in New Mexico

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	246	43	42	15	1
Female	50	257	32	44	22	2
White	34	268	20	45	32	3
Black	3	246	45	41	13	#
Hispanic	52 ↑	243	47	42	11	#
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	9	242	48	41	10	1
Free/reduced-price school lunch						
Eligible	50	241	49	41	10	#
Not eligible	42 ↑	262	26	46	26	2

Average Score Gaps Between Selected Groups

- In 2003, male students in New Mexico had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (11 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Mexico in 1998.
- In 2003, White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was wider than that of 1998 (20 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was wider than that of 1998 (15 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

New York
Grade 8
Public Schools

Snapshot Report

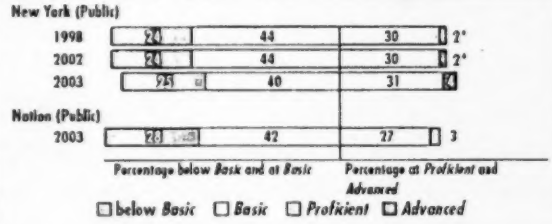
NCES 2004-455NYS

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for New York

- In 2003, the average scale score for eighth-grade students in New York was 265. This was not found to be significantly different* from the average score in 2002 (264), and was not found to be significantly different from the average score in 1998 (265).
- New York's average score (265) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in New York were higher than those in 20 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in New York who performed at or above the NAEP *Proficient* level was 35 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (32 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

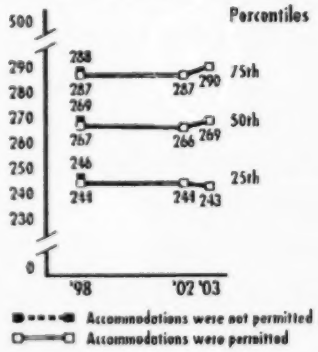
Performance of NAEP Reporting Groups in New York

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	48	259	31	41	26	2
Female	52	271	19	39	37	5 ↑
White	55	277	13	40	43	5
Black	21	246	45	41	13	1
Hispanic	17	250	39	43	17	1
Asian/Pacific Islander	7	270	23	35	35	7
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	43	249	41	42	16	1
Not eligible	51	278	12	40	43	6

Average Score Gaps Between Selected Groups

- In 2003, male students in New York had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (8 points).
- In 2003, White students had an average score that was higher than that of Black students (32 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was not significantly different from that of 1998 (28 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (29 points). This performance gap was not significantly different from that of 1998 (25 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

* Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
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Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

North Carolina
Grade 8
Public Schools

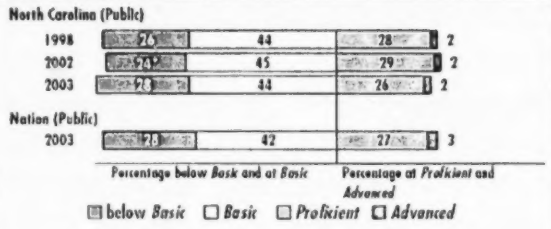
Snapshot Report NCES 2004-458NC4

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for North Carolina

- In 2003, the average scale score for eighth-grade students in North Carolina was 262. This was lower[1] than the average score in 2002 (265), and was not found to be significantly different from the average score in 1998 (262).
- North Carolina's average score (262) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in North Carolina were higher than those in 15 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 26 jurisdictions.
- The percentage of students in North Carolina who performed at or above the NAEP *Proficient* level was 29 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (30 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

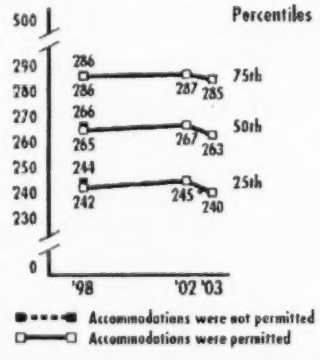
Performance of NAEP Reporting Groups in North Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	256	33	43	22	1
Female	50	267	22	44	31	3
White	60	271	17	45	35	3
Black	31	247	44	43	12	1
Hispanic	4	244	48	37	14	1
Asian/Pacific Islander	2	267	24	46	23	7
American Indian/Alaska Native	2	242	48	41	10	#
Free/reduced-price school lunch						
Eligible	37	247 !	44	43	13	#
Not eligible	52	270	18	45	34	3

Average Score Gaps Between Selected Groups

- In 2003, male students in North Carolina had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of 1998 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Carolina in 1998.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ! Significantly higher than, ! lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

North Dakota
Grade 8
Public Schools

Snapshot Report

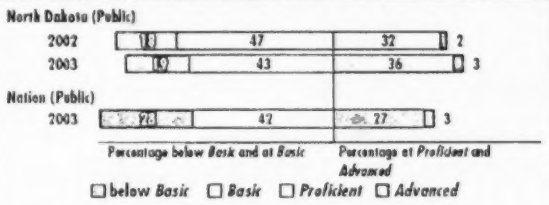
NCES 2004-452ND8

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for North Dakota

- In 2003, the average scale score for eighth-grade students in North Dakota was 270. This was not found to be significantly different[1] from the average score in 2002 (268).
- North Dakota's average score (270) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in North Dakota were higher than those in 35 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in North Dakota who performed at or above the NAEP *Proficient* level was 38 percent in 2003. This percentage was greater than that in 2002 (35 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

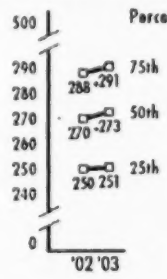
Performance of NAEP Reporting Groups in North Dakota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	264	22	47	29	1
Female	50	275	15	39	42	4
White	90 ↓	272 ↑	16	44	38 ↑	3
Black	1	---	---	---	---	---
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	7 ↑	244	51	37	11	1
Free/reduced-price school lunch						
Eligible	26	259	29	44	25	1
Not eligible	73	273	15	43	39	3

Average Score Gaps Between Selected Groups

- In 2003, male students in North Dakota had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 2002 (10 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in North Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (14 points). This performance gap was not significantly different from that of 2002 (9 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2003.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Ohio
Grade 8
Public Schools

Snapshot Report

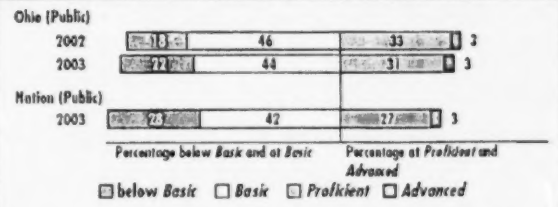
NCES 2004-458OHB

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Ohio

- In 2003, the average scale score for eighth-grade students in Ohio was 267. This was not found to be significantly different[1] from the average score in 2002 (268).
- Ohio's average score (267) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Ohio were higher than those in 21 jurisdictions, not significantly different from those in 26 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students in Ohio who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

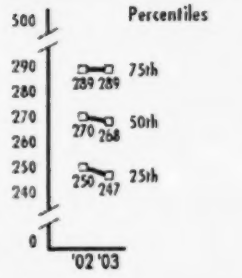
Performance of NAEP Reporting Groups in Ohio

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	48	263	25	45	27	2
Female	52	270	19	43	34	4
White	78	271	18	43	35	4
Black	18	249	40	47	12	1
Hispanic	2	268	19	44	35	2
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	23	251	40	42	16	1
Not eligible	65	273	15	44	36	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Ohio had an average score that was lower than that of female students (7 points). This performance gap was not significantly different from that of 2002 (6 points).
- In 2003, White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of 2002 (27 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Ohio in 2002.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of 2002 (16 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Oklahoma
Grade 8
Public Schools

Snapshot Report

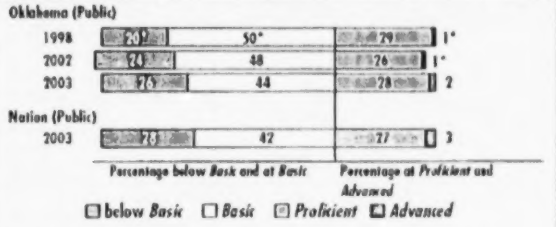
NCES 2004-451OK1

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Oklahoma

- In 2003, the average scale score for eighth-grade students in Oklahoma was 262. This was not found to be significantly different[1] from the average score in 2002 (262), and was lower than the average score in 1998 (265).
- Oklahoma's average score (262) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Oklahoma were higher than those in 15 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 26 jurisdictions.
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 30 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1998 (30 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

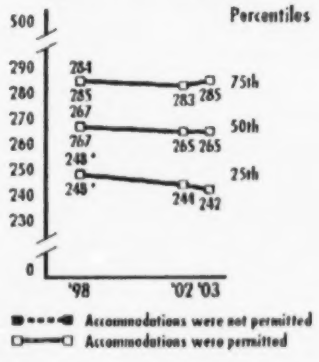
Performance of NAEP Reporting Groups in Oklahoma

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	256	32	44	23	1
Female	51	268	20	45	33	3
White	64	267	20	45	32	3
Black	9	240	49	38	13	#
Hispanic	6	250	38	45	16	1
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	16	257	31	43	25	1
Free/reduced-price school lunch						
Eligible	44	251	36	44	19	1
Not eligible	54	271	17	45	35	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Oklahoma had an average score that was lower than that of female students (12 points). This performance gap was not significantly different from that of 1998 (11 points).
- In 2003, White students had an average score that was higher than that of Black students (27 points). This performance gap was wider than that of 1998 (16 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of 1998 (14 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was wider than that of 1998 (13 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Oregon
Grade 8
Public Schools

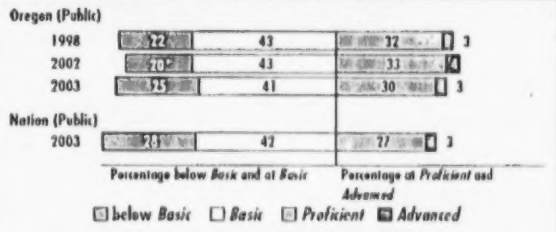
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Oregon

- In 2003, the average scale score for eighth-grade students in Oregon was 264. This was lower[1] than the average score in 2002 (268), and was not found to be significantly different from the average score in 1998 (266).
- Oregon's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Oregon were higher than those in 18 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Oregon who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (35 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-321; *Advanced*, 323 or above.

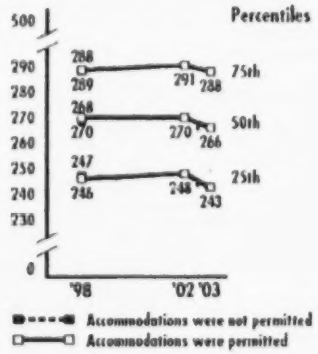
Performance of NAEP Reporting Groups in Oregon

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	259	30	43	25	2
Female	49	270	21	40	35	4
White	80	267	23	42	32	3
Black	3	251	39	43	16	2
Hispanic	9	249	40	41	17	1
Asian/Pacific Islander	4	265	28	37	29	6
American Indian/Alaska Native	2	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	27	254	34	44	21	1
Not eligible	67	268	22 ↑	41	33	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Oregon had an average score that was lower than that of female students (11 points). This performance gap was narrower than that of 1998 (17 points).
- In 2003, White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of 1998 (30 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was narrower than that of 1998 (32 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (14 points). This performance gap was not significantly different from that of 1998 (19 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Pennsylvania
Grade 8
Public Schools

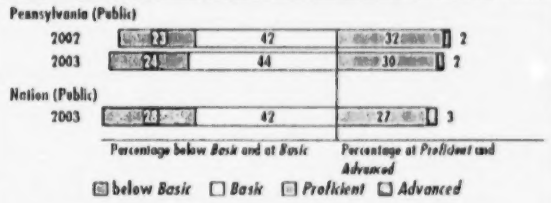
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Pennsylvania

- In 2003, the average scale score for eighth-grade students in Pennsylvania was 264. This was not found to be significantly different[1] from the average score in 2002 (265).
- Pennsylvania's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Pennsylvania were higher than those in 18 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 12 jurisdictions.
- The percentage of students in Pennsylvania who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (35 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

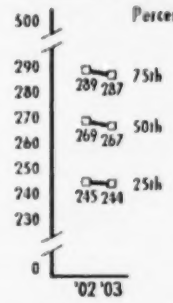
Performance of NAEP Reporting Groups in Pennsylvania

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	259	30	44	25	1
Female	50	270	18	44	35	3
White	80	268	19	45	34	2
Black	15	243	48	41	11	#
Hispanic	3	257	36	40	23	1
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	28	247	42	43	14	#
Not eligible	70	271	17	44	36	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Pennsylvania had an average score that was lower than that of female students (12 points). This performance gap was wider than that of 2002 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was narrower than that of 2002 (35 points).
- In 2003, White students had an average score that was not found to be significantly different from that of Hispanic students. In 2002, White students had an average score that was higher than that of Hispanic students.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 2002 (28 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

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* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

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Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Rhode Island
Grade 8
Public Schools

Snapshot Report

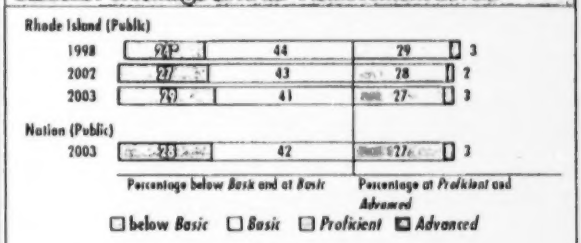
NCES 2003-463RI

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Rhode Island

- In 2003, the average scale score for eighth-grade students in Rhode Island was 261. This was not found to be significantly different[1] from the average score in 2002 (262), and was lower than the average score in 1998 (264).
- Rhode Island's average score (261) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Rhode Island were higher than those in 12 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 31 jurisdictions.
- The percentage of students in Rhode Island who performed at or above the NAEP *Proficient* level was 30 percent in 2003. This percentage was not found to be significantly different from 2002 (30 percent), and was not found to be significantly different from 1998 (32 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

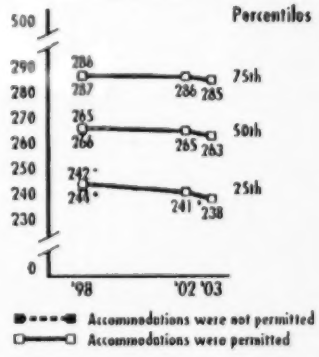
Performance of NAEP Reporting Groups in Rhode Island

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	256	34	40 ↓	24	2
Female	49	266	23	43	31	4
White	75	267	22	43	32	3
Black	8	241	50	36	14	#
Hispanic	13	238	54	38	8	1
Asian/Pacific Islander	3	252	42	35	19	3
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	28 ↑	245	45	40	14	1
Not eligible	65 ↑	270	19	43	35	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Rhode Island had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (30 points). This performance gap was not significantly different from that of 1998 (29 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of 1998 (26 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

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Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

South Carolina
Grade 8
Public Schools

Snapshot Report

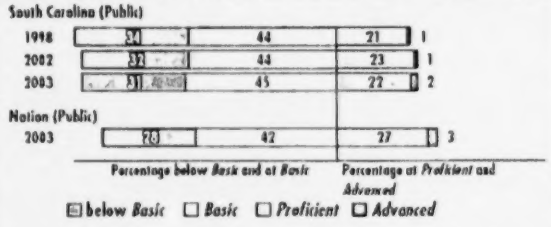
NCES 2003-471S/S

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Carolina

- In 2003, the average scale score for eighth-grade students in South Carolina was 258. This was not found to be significantly different[1] from the average score in 2002 (258), and was higher than the average score in 1998 (255).
- South Carolina's average score (258) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in South Carolina were higher than those in 7 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students in South Carolina who performed at or above the NAEP *Proficient* level was 24 percent in 2003. This percentage was not found to be significantly different from 2002 (24 percent), and was not found to be significantly different from 1998 (22 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

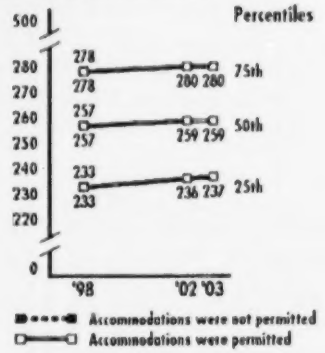
Performance of NAEP Reporting Groups in South Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	48	253	36	45	18	1
Female	52	263	26	46	26	2
White	54	269	18	47	33	3
Black	43	244	47	43	9	#
Hispanic	2	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	47	247	42	44	13	1
Not eligible	51	268	20	46	31	3

Average Score Gaps Between Selected Groups

- In 2003, male students in South Carolina had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (9 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (25 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Carolina.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of 1998 (26 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card
State **Reading 2003**
South Dakota
Grade 8
Public Schools

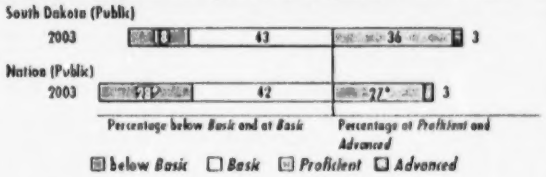
Snapshot Report NCES 2004-455SD

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for South Dakota

- In 2003, the average scale score for eighth-grade students in South Dakota was 270.
- South Dakota's average score (270) in 2003 was higher[1] than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in South Dakota were higher than those in 38 jurisdictions, not significantly different from those in 12 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in South Dakota who performed at or above the NAEP *Proficient* level was 39 percent in 2003. The percentage of students in South Dakota who performed at or above the *Basic* level was 82 percent.

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

Performance of NAEP Reporting Groups in South Dakota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	265 ↑	23 ↓	45	31 ↑	2
Female	51	275 ↑	14 ↓	41	41 ↑	4
White	88 ↑	273 ↑	15 ↓	43	38 ↑	3
Black	1 ↓	—	—	—	—	—
Hispanic	1 ↓	—	—	—	—	—
Asian/Pacific Islander	1 ↓	—	—	—	—	—
American Indian/Alaska Native	9 ↑	246	46	39	15	#
Free/reduced-price school lunch						
Eligible	32 ↓	261 ↑	28 ↓	42	28 ↑	2
Not eligible	67 ↑	274 ↑	14 ↓	43	39 ↑	3

Average Score Gaps Between Selected Groups

- In 2003, male students in South Dakota had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of the Nation (11 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in South Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Dakota.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (13 points). This performance gap was narrower than that of the Nation (25 points).

Reading Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
South Dakota	251 ↑	272 ↑	292 ↑
Nation (Public)	240	264	286

An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above show that 75 percent of students in public schools nationally scored below 286, and 75 percent of students in South Dakota scored below 292.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from South Dakota. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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The Nation's Report Card

State **Reading 2003**

Tennessee
Grade 8
Public Schools

Snapshot Report

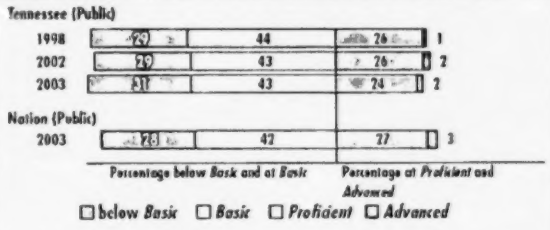
NCES 2004-456TN

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Tennessee

- In 2003, the average scale score for eighth-grade students in Tennessee was 258. This was not found to be significantly different[1] from the average score in 2002 (260), and was not found to be significantly different from the average score in 1998 (258).
- Tennessee's average score (258) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Tennessee were higher than those in 7 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students in Tennessee who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was not found to be significantly different from 2002 (28 percent), and was not found to be significantly different from 1998 (27 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

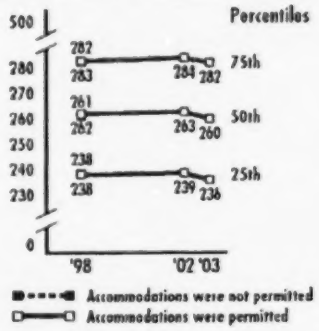
Performance of NAEP Reporting Groups in Tennessee

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	252	38	41	20	1
Female	48	265	24	45	28	3
White	73	265	24	45	29	2
Black	24	239	53	38	8	#
Hispanic	2	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	36	245	45	41	13	1
Not eligible	61	265	23	45	30	2

Average Score Gaps Between Selected Groups

- In 2003, male students in Tennessee had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of 1998 (29 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Tennessee.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was narrower than that of 1998 (27 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Texas
Grade 8
Public Schools

Snapshot Report

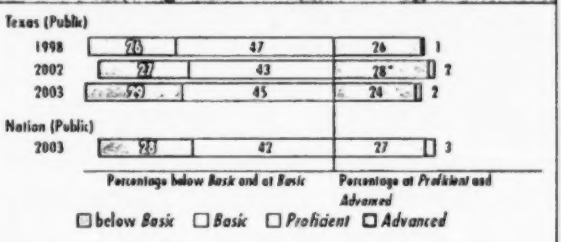
NCES 2004-456TX

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Texas

- In 2003, the average scale score for eighth-grade students in Texas was 259. This was not found to be significantly different[1] from the average score in 2002 (262), and was not found to be significantly different from the average score in 1998 (261).
- Texas' average score (259) in 2003 was lower than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Texas were higher than those in 7 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students in Texas who performed at or above the NAEP *Proficient* level was 26 percent in 2003. This percentage was smaller than that in 2002 (31 percent), and was not found to be significantly different from 1998 (27 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

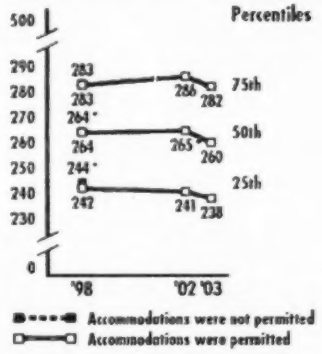
Performance of NAEP Reporting Groups in Texas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	253	35	45	20	1
Female	48	265	24	45	29	3
White	44	272	16	45	36	3
Black	15	247	44	42	13	#
Hispanic	37	247	41	45	14	1
Asian/Pacific Islander	3	272	14	49	32	4
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	44	246	43	45	12	#
Not eligible	54	269 ↓	19 ↑	44	34	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Texas had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (24 points). This performance gap was not significantly different from that of 1998 (22 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (24 points). This performance gap was not significantly different from that of 1998 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Utah
Grade 8
Public Schools

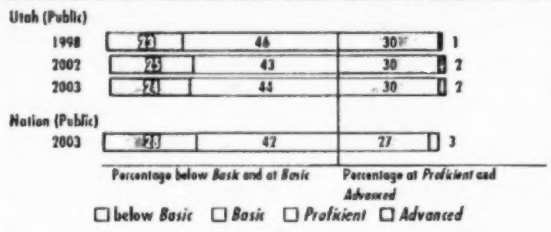
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Utah

- In 2003, the average scale score for eighth-grade students in Utah was 264. This was not found to be significantly different[1] from the average score in 2002 (263), and was not found to be significantly different from the average score in 1998 (263).
- Utah's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Utah were higher than those in 18 jurisdictions, not significantly different from those in 18 jurisdictions, and lower than those in 16 jurisdictions.
- The percentage of students in Utah who performed at or above the NAEP *Proficient* level was 32 percent in 2003. This percentage was not found to be significantly different from 2002 (32 percent), and was not found to be significantly different from 1998 (31 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

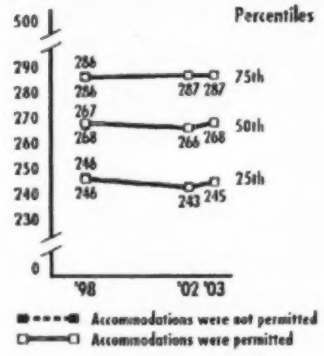
Performance of NAEP Reporting Groups in Utah

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	259	28	45	25	1
Female	51	269	19	43	35	3
White	86	268	20	45	33	2
Black	1	—	—	—	—	—
Hispanic	9	241	49	38	13	#
Asian/Pacific Islander	2	262	26	46	26	2
American Indian/Alaska Native	2	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	26	251	38	43	19	#
Not eligible	70 ↑	269	18	44	35	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Utah had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (9 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Utah.
- In 2003, White students had an average score that was higher than that of Hispanic students (27 points). This performance gap was not significantly different from that of 1998 (21 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of 1998 (20 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Vermont
Grade 8
Public Schools

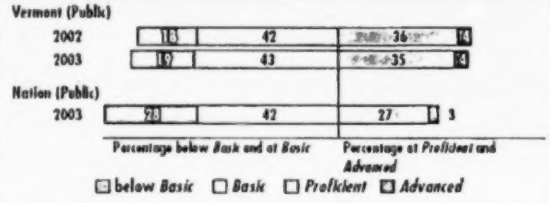
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Vermont

- In 2003, the average scale score for eighth-grade students in Vermont was 271. This was not found to be significantly different[1] from the average score in 2002 (272).
- Vermont's average score (271) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Vermont were higher than those in 40 jurisdictions, and not significantly different from those in 12 jurisdictions.
- The percentage of students in Vermont who performed at or above the NAEP *Proficient* level was 39 percent in 2003. This percentage was not found to be significantly different from 2002 (40 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

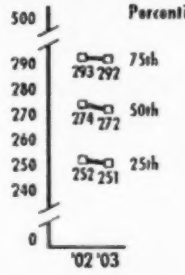
Performance of NAEP Reporting Groups in Vermont

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	265	23	45	29	2
Female	50	276	14	40	40	6
White	96	271	18	43	35	4
Black	1	---	---	---	---	---
Hispanic	1	---	---	---	---	---
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	25	255	33	47	18	1
Not eligible	74	276	14	41	40	5

Average Score Gaps Between Selected Groups

- In 2003, male students in Vermont had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 2002 (9 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of 2002 (19 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

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[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Virginia
Grade 8
Public Schools

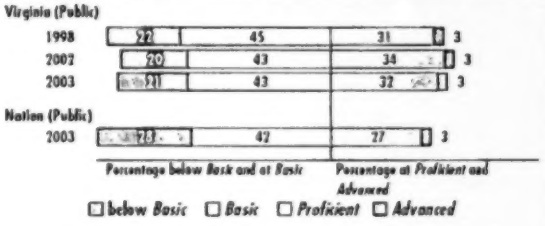
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Virginia

- In 2003, the average scale score for eighth-grade students in Virginia was 268. This was not found to be significantly different[1] from the average score in 2002 (269), and was not found to be significantly different from the average score in 1998 (266).
- Virginia's average score (268) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Virginia were higher than those in 27 jurisdictions, not significantly different from those in 23 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students in Virginia who performed at or above the NAEP *Proficient* level was 36 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (33 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-321; *Advanced*, 323 or above.

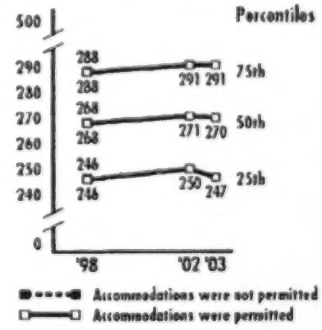
Performance of NAEP Reporting Groups in Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	263	25	44	29	2
Female	51	272	18	42	36	5
White	65	275	15	41	39	5
Black	27	250	38	46	15	#
Hispanic	4	266	22	48	28	2
Asian/Pacific Islander	3	274	12	48	38	2
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	26	252	38	44	16	1
Not eligible	70	274	15	42	38	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Virginia had an average score that was lower than that of female students (9 points). This performance gap was not significantly different from that of 1998 (10 points).
- In 2003, White students had an average score that was higher than that of Black students (25 points). This performance gap was not significantly different from that of 1998 (24 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (9 points). This performance gap was not significantly different from that of 1998 (8 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (25 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Washington
Grade 8
Public Schools

Snapshot Report

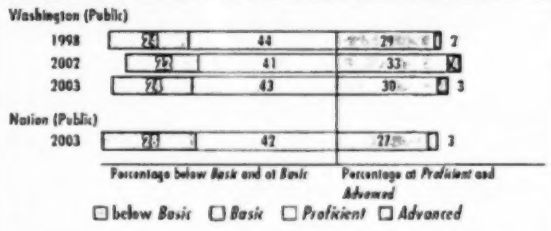
NCES 2004-453WA

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Washington

- In 2003, the average scale score for eighth-grade students in Washington was 264. This was lower[1] than the average score in 2002 (268), and was not found to be significantly different from the average score in 1998 (264).
- Washington's average score (264) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Washington were higher than those in 18 jurisdictions, not significantly different from those in 20 jurisdictions, and lower than those in 14 jurisdictions.
- The percentage of students in Washington who performed at or above the NAEP *Proficient* level was 33 percent in 2003. This percentage was not found to be significantly different from 2002 (37 percent), and was not found to be significantly different from 1998 (32 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

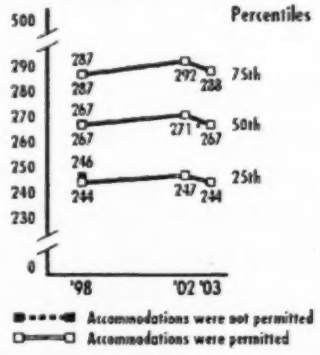
Performance of NAEP Reporting Groups in Washington

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	258	30	43	25	1
Female	49	271	19	42	35	5
White	74	268	20	43	33	3
Black	6	251	40	41	18	1
Hispanic	9	246	45	39	15	1
Asian/Pacific Islander	8	270	21	40	34	5
American Indian/Alaska Native	3	247	38	45	17	1
Free/reduced-price school lunch						
Eligible	28 ↑	248	42	40	17	1
Not eligible	58	271	17	43	35	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Washington had an average score that was lower than that of female students (13 points). This performance gap was not significantly different from that of 1998 (16 points).
- In 2003, White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of 1998 (25 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of 1998 (27 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of 1998 (24 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nations/reportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

West Virginia
Grade 8
Public Schools

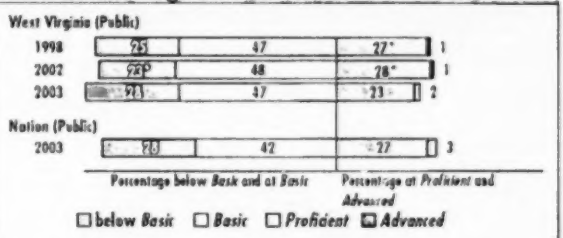
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for West Virginia

- In 2003, the average scale score for eighth-grade students in West Virginia was 260. This was lower[1] than the average score in 2002 (264), and was not found to be significantly different from the average score in 1998 (262).
- West Virginia's average score (260) in 2003 was not found to be significantly different from that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in West Virginia were higher than those in 9 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 32 jurisdictions.
- The percentage of students in West Virginia who performed at or above the NAEP *Proficient* level was 25 percent in 2003. This percentage was smaller than that in 2002 (29 percent), and was not found to be significantly different from 1998 (28 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

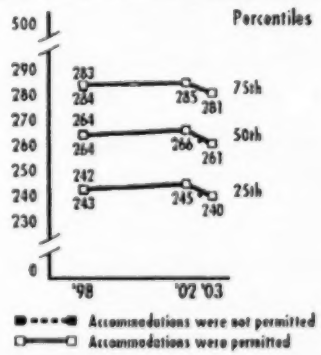
Performance of NAEP Reporting Groups in West Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	254 ↓	35 ↑	46	19	1
Female	50	265	22	48	27	3
White	94	260 ↓	28 ↑	47	24 ↓	2
Black	5	248	40	46	13	#
Hispanic	#	---	---	---	---	---
Asian/Pacific Islander	# ↓	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	48 ↑	252	37	45	16	1
Not eligible	51 ↓	267	19	48	30	3

Average Score Gaps Between Selected Groups

- In 2003, male students in West Virginia had an average score that was lower than that of female students (11 points). This performance gap was not significantly different from that of 1998 (13 points).
- In 2003, White students had an average score that was higher than that of Black students (12 points). This performance gap was not significantly different from that of 1998 (14 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in West Virginia.
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (13 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003. ↑ Significantly higher than, ↓ lower than 2002.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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The Nation's Report Card
State

Reading 2003

Wisconsin
Grade 8
Public Schools

Snapshot Report

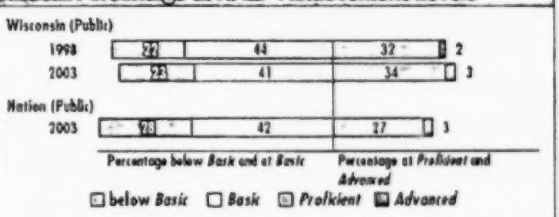
NCES 2004-456WIS

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Wisconsin

- In 2003, the average scale score for eighth-grade students in Wisconsin was 266. This was not found to be significantly different[1] from the average score in 1998 (265).
- Wisconsin's average score (266) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Wisconsin were higher than those in 21 jurisdictions, not significantly different from those in 25 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students in Wisconsin who performed at or above the NAEP *Proficient* level was 37 percent in 2003. This percentage was not found to be significantly different from 1998 (34 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-322; *Advanced*, 323 or above.

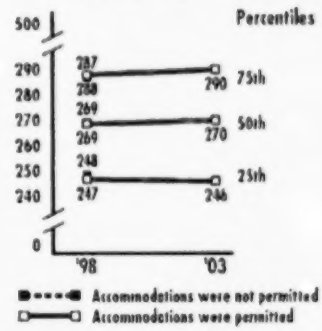
Performance of NAEP Reporting Groups in Wisconsin

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	259	29	42	27	1
Female	48	274	16	39	40	5
White	84	271	17	42	37	3
Black	9	234	60	32	7	#
Hispanic	3	244	49	35	15	1
Asian/Pacific Islander	3	253	39	38	22	2
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-price school lunch						
Eligible	21	244	47	36	15	1
Not eligible	69	272	17	41	39	4

Average Score Gaps Between Selected Groups

- In 2003, male students in Wisconsin had an average score that was lower than that of female students (15 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, White students had an average score that was higher than that of Black students (38 points). This performance gap was not significantly different from that of 1998 (35 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was wider than that of 1998 (13 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (28 points). This performance gap was not significantly different from that of 1998 (20 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from 2003.
↑ Significantly higher than, ↓ lower than 1998.

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2003 Reading Assessments.

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The Nation's Report Card

State **Reading 2003**

Wyoming
Grade 8
Public Schools

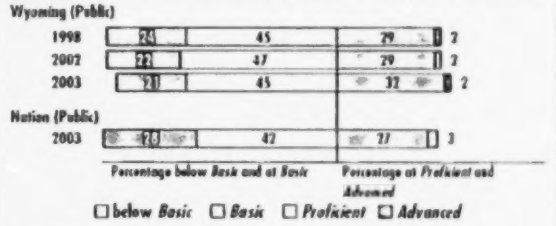
Snapshot Report

The National Assessment of Educational Progress (NAEP) assesses reading in three contexts described in the NAEP framework: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Wyoming

- In 2003, the average scale score for eighth-grade students in Wyoming was 267. This was higher[1] than the average score in 2002 (265), and was higher than the average score in 1998 (263).
- Wyoming's average score (267) in 2003 was higher than that of the nation's public schools (261).
- Of the 53 states and jurisdictions[2] that participated in the 2003 eighth-grade assessment, students' average scale scores in Wyoming were higher than those in 26 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students in Wyoming who performed at or above the NAEP *Proficient* level was 34 percent in 2003. This percentage was not found to be significantly different from 2002 (31 percent), and was not found to be significantly different from 1998 (31 percent).

Student Percentage at NAEP Achievement Levels



NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: Below *Basic*, 242 or lower; *Basic*, 243-280; *Proficient*, 281-327; *Advanced*, 323 or above.

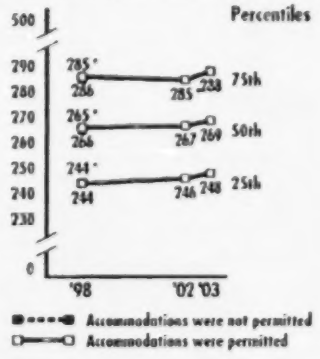
Performance of NAEP Reporting Groups in Wyoming

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53	262	26	46	27	1
Female	47	272	15	45	36	3
White	88	269	18	46	34	2
Black	2	---	---	---	---	---
Hispanic	6	255	34	46	19	1
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	3	242	52	40	8	#
Free/reduced-price school lunch						
Eligible	27 ↓	255	33	46	20	1
Not eligible	72 ↑	272 ↑	16	45	36	3

Average Score Gaps Between Selected Groups

- In 2003, male students in Wyoming had an average score that was lower than that of female students (10 points). This performance gap was not significantly different from that of 1998 (15 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Wyoming.
- In 2003, White students had an average score that was higher than that of Hispanic students (14 points). This performance gap was not significantly different from that of 1998 (15 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was not significantly different from that of 1998 (15 points).

Reading Scale Scores at Selected Percentiles



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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, and 2003 Reading Assessments.

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